



Contra Costa County Office of Education

TEACHER INDUCTION



Program
Handbook
2017-2018



CONTRA COSTA COUNTY
Office of Education
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2017-2018 CCCOE Teacher Induction Program

Contra Costa County Office of Education

TEACHER INDUCTION

Contra Costa County Office of Education Teacher Induction Program HANDBOOK

This handbook belongs to:

Participating Teacher's Name

District

School Site

Teacher Induction Program Coordinators

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www.cccoeteacherinduction.org



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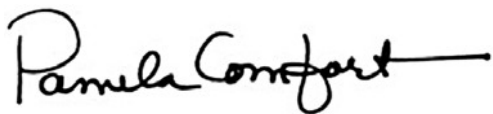
2017-2018 CCCOE Teacher Induction Program

Welcome

Welcome to the Contra Costa County Office of Education Teacher Induction Program. Whether you are a participating teacher, mentor, school administrator or district coordinator, you are part of a very special program.

The research on student achievement shows that the quality of the teacher is the most important factor in student learning. Becoming a highly skilled teacher is a very challenging and ongoing learning process. The Induction Program was created to provide support for new teachers as they begin this learning process to become an effective practitioner. The goal of the Induction Program is to create an environment in which participating teachers can learn from their experience rather than be overwhelmed by it. The best part of the Induction Program is that everyone involved learns and grows professionally, the mentors and school administrators, as well as the participating teachers. Whatever your role, the more actively engaged you are with the Induction Program the more you will gain from it.

We wish all of you an exciting year of learning together in the CCCOE Teacher Induction Program.



Pamela Comfort, Ed.D

Deputy Superintendent

Contra Costa County Office of Education



Lynn Mackey

Senior Director, Educational Services

Contra Costa County Office of Education



Notes

“Good teaching comes not from behind the
desk but from behind the heart”



Elizabeth Andrew



Participating Districts

Contra Costa County

Acalanes Union High School District
Contra Costa County Office of Education Student Programs
John Swett Unified School District
Lafayette School District
Martinez Unified School District
Moraga School District
Orinda Union School District
Pittsburg Unified School District
Walnut Creek School District



Alameda County

Alameda Unified School District
Albany Unified School District
Berkeley Unified School District
Emery Unified School District
Piedmont Unified School District
San Lorenzo Unified School District



Solano County

Benicia Unified School District

Charter and Private Schools

Alameda Christian School	Salesian College Prep
Carondelet High School	Seneca Center
Clayton Valley Charter High School	Spectrum Center
Contra Costa School of Performing Arts	St. Cornelius
Corpus Christi School	St. Joseph Notre Dame High School
Making Waves Academy	St. Perpetua
Maybeck High School	Wellspring Educational Services



Vision Statement

Building upon their Teacher Preparation Program, participating teachers will experience enhanced professional growth and development by participating in a robust, thoughtful, and individualized induction process. The participating teachers will engage in reflective conversations with experienced colleagues about the delivery of effective practice with the goal of increasing student learning. They will chart progress through the continuum of skills, knowledge, and abilities aligned with the *California Standards for the Teaching Profession*, California State Content Standards, and the Teacher Induction Program Standards.



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California Teacher Induction - History

1992: Passage of SB 142

- Authorized the Beginning Teacher Support and Assessment Program
- Created a panel to review teacher credentialing
- BTSA growth through:
 - Use of formative assessment systems
 - Development and application of standards for teachers
- BTSA vision:
 - Structured and flexible support for all first and second year teachers
 - Teacher support integrated with formative assessment
- BTSA goals:
 - Improve beginning teacher performance
 - Improve teaching of students
 - Increase new teacher satisfaction and retain capable teachers

1996-1997: Passage of AB 1266

- Beginning Teacher Support and Assessment established as a statewide induction system
- CSTP (*California Standards for the Teaching Profession*) adopted
- Teacher Induction Program Standards of Quality and Effectiveness approved by California Department of Education (CDE) and California Commission on Teacher Credentialing (CCTC) and the State Board of Education

1998: Passage of SB 2042

- First major reform of teacher preparation and credentialing in more than 30 years
- Established expectations for teacher induction
- Established induction for licensure
- New two-level credential program starts in pre-service
- Provided continuity between teacher preparation and induction



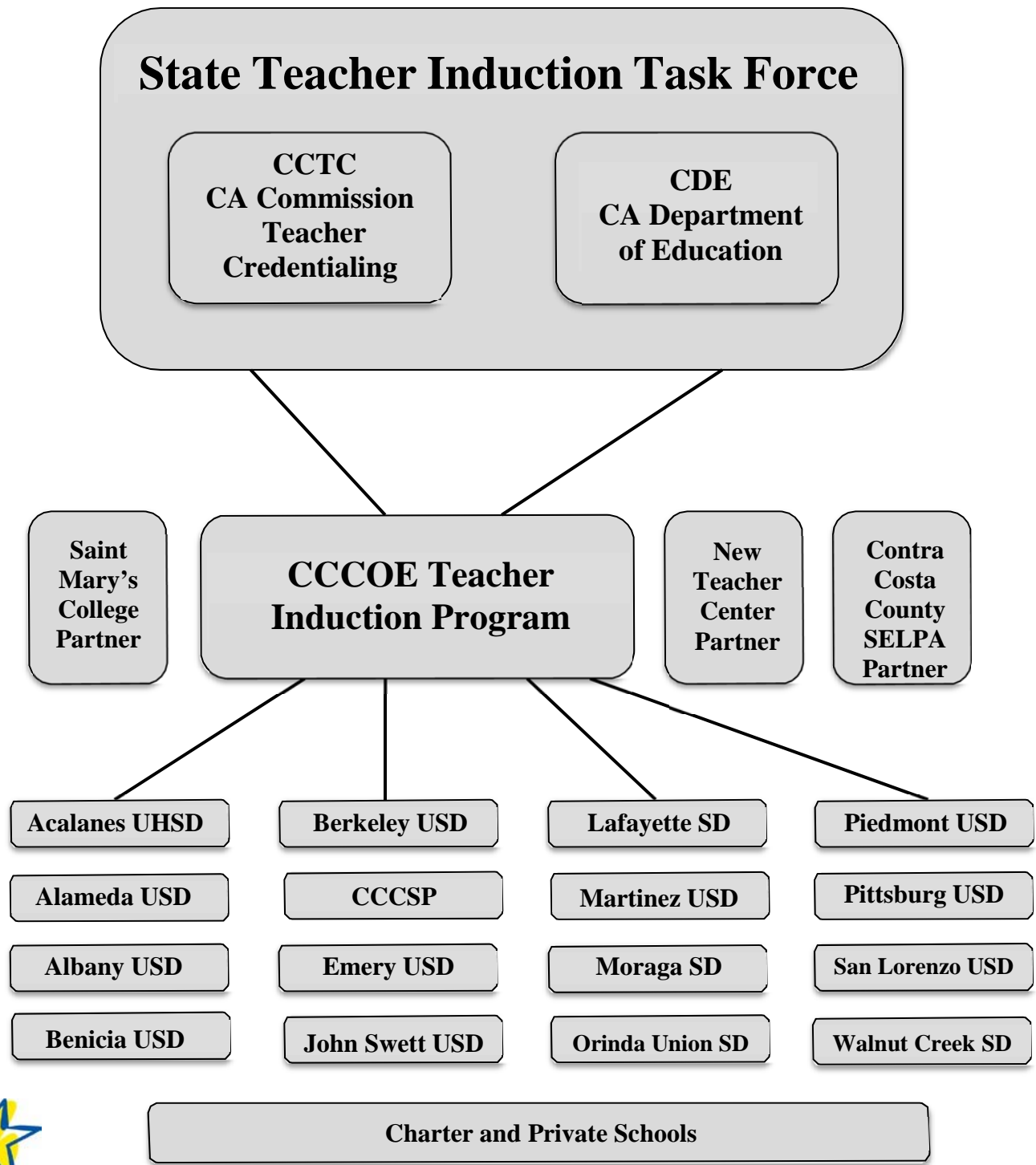
2007: Passage of SB 1209

- Revised and consolidated in induction standards
- Provided a more integrated process from teacher preparation through induction through the formative assessment system

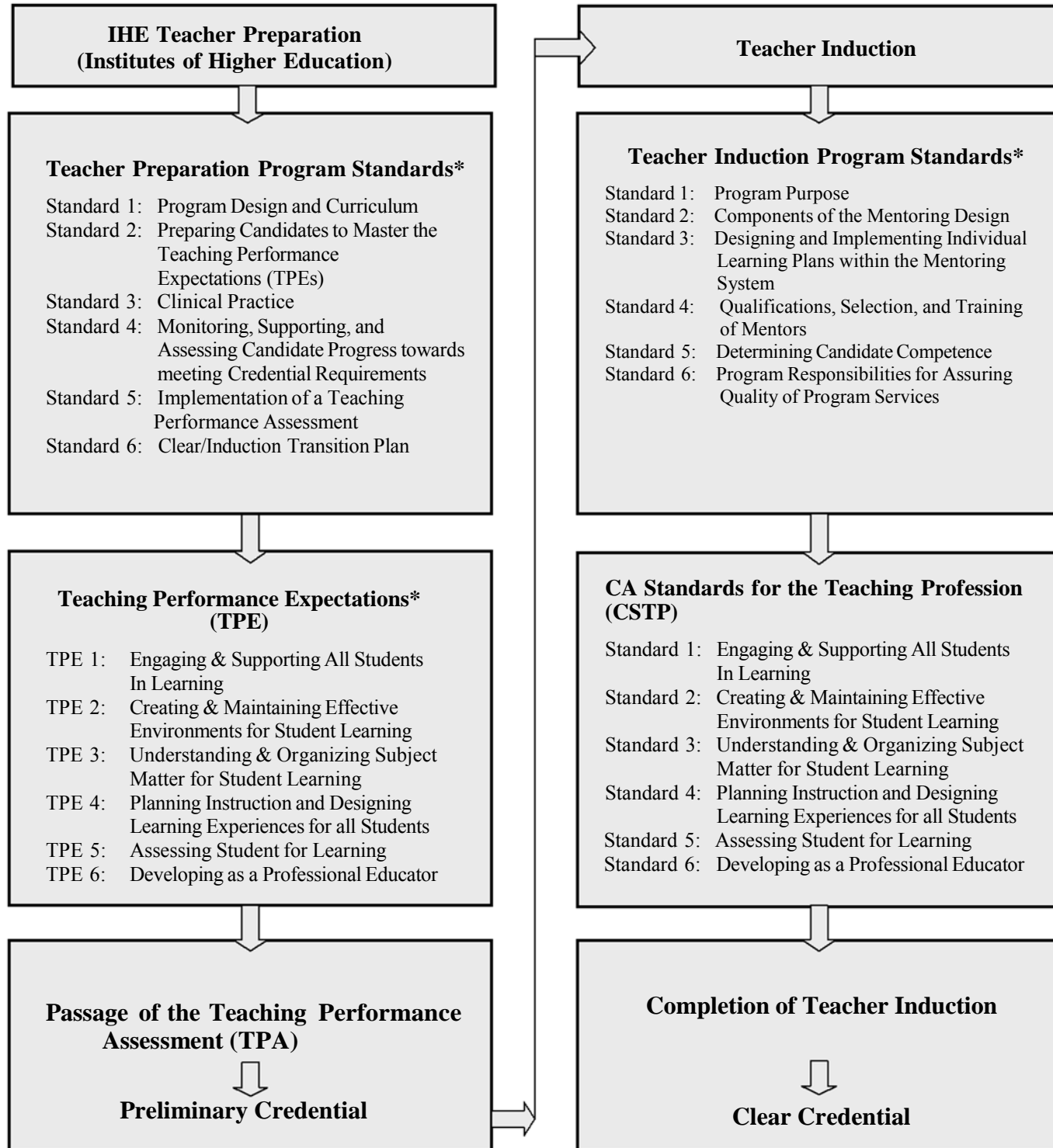
2009: CCTC Special Education Credential Reforms

- BTSA Induction programs authorized clear Education Specialists Credentials

State Teacher Induction Organizational Chart



California Learning to Teach System



*CTC Adopted December 2015

California Induction Goals

- Provide a pathway for the California Professional Clear Credential
- Build on the knowledge gained during the candidate's Preliminary Preparation program
- Provide an effective transition into teaching for participating teachers
- Improve the educational performance of students through improved training and assistance for teachers
- Ensure professional success and retention of capable new teachers
- Ensure intensive individualized support and assistance for each participating teacher
- Establish an effective, coherent system of assessing candidate progress toward mastery of the California Standards for the Teaching Profession
- Ensure that an Individualized Learning Plan for each participating teacher is based on an ongoing assessment of the participating teacher's professional growth goals and development
- Provide a robust mentoring program that supports and guides new teachers in implementing the teaching standards in their classroom practice with students

California Standards for the Teaching Profession (CSTP)

Standard 1	Engaging & Supporting All Students in Learning
Standard 2	Creating & Maintaining Effective Learning Environments
Standard 3	Understanding & Organizing Subject Matter for Student Learning
Standard 4	Planning Instruction & Designing Learning Experiences
Standard 5	Assessing Student Learning
Standard 6	Developing as a Professional Educator



CCCOE Teacher Induction Organizational Chart



Contra Costa County Office of Education
Lead Program Sponsor
Superintendent of Schools
 Karen Sakata

Contra Costa County Office of Education
Deputy Superintendent
 Pamela Comfort, Ed.D.

Educational Services Division
Senior Director **Director**
 Lynn Mackey Pamela Tyson, Ph. D.

Teacher Induction Program Coordinators
 Debra Sioui Charise Calone

CCCOE Teacher Induction Program
Leadership Team
 Coordinator and/or Liaison from each District, Saint Mary's
 College and Liaisons for Charter/Private Schools

Acalanes UHSD

Berkeley USD

Lafayette SD

Piedmont USD

Alameda USD

CCCSP

Martinez USD

Pittsburg USD

Albany USD

Emery USD

Moraga SD

San Lorenzo USD

Benicia USD

John Swett USD

Orinda Union SD

Walnut Creek SD

Charter and Private Schools



Induction Program Description

The Contra Costa County Office of Education Teacher Induction Program (CCCOE Teacher Induction Program) is accredited by the California Commission on Teacher Credentialing as a pathway for teachers to clear their teaching credentials. It is a partnership of 16 school districts: Acalanes, John Swett, Lafayette, Martinez, Moraga, Orinda, Pittsburg, and Walnut Creek in Contra Costa County, and Alameda, Albany, Berkeley, Emery, Piedmont, and San Lorenzo in Alameda County, Benicia in Solano County, and the Contra Costa County Office of Education Student Services Programs. **In 2016-2017 the program supported 338 participating teachers (PTs): 277 general education teachers and 61 special education teachers, supported by 184 mentors.** The program also collaborates with several charter and private schools to support their teachers needing to clear their credentials. Program mentors/coaches are full time classroom teachers, partial or full release teachers, or retired teachers.

The CCCOE Teacher Induction Program is a collaborative model with a coordinator and/or liaison from each of the participating districts functioning as a Leadership Team. The Leadership Team members include curriculum directors, assistant superintendents, human resource personnel, special education directors, and mentors, along with representatives from Saint Mary's College (SMC). The Leadership Team meets monthly to examine program goals, needs and evaluation data in relation to program improvement.

SMC has been an integral partner in the Teacher Induction consortium since its beginning in 1993. The college supports professional development for new teachers and works with consortium members on an ongoing basis to provide an effective program for new teachers as they transition from pre-service to credentialed teaching. The SMC Distinguished Speaker Series, established in 1996, is aligned with Teacher Induction Standards and provides an opportunity for both participating teachers and mentors to complete credential requirements or complete a Master's degree in Educational Leadership.

The Induction Program also partners with the New Teacher Center (NTC) in planning professional development for mentors and participating teachers. Mentors receive training in the use of formative assessment processes, which provide both mentors and participating teachers opportunities for collaboration, lesson planning, classroom observations, analyzing student work, goal setting and reflection. Their work together focuses on the California Standards for the Teaching Profession, state academic content standards, and California Teacher Induction Standards with the goal to improve teacher quality and student achievement.

Our partnership with the Contra Costa County SELPA provides professional development opportunities for participants and expertise and guidance to our program in the field of special education.

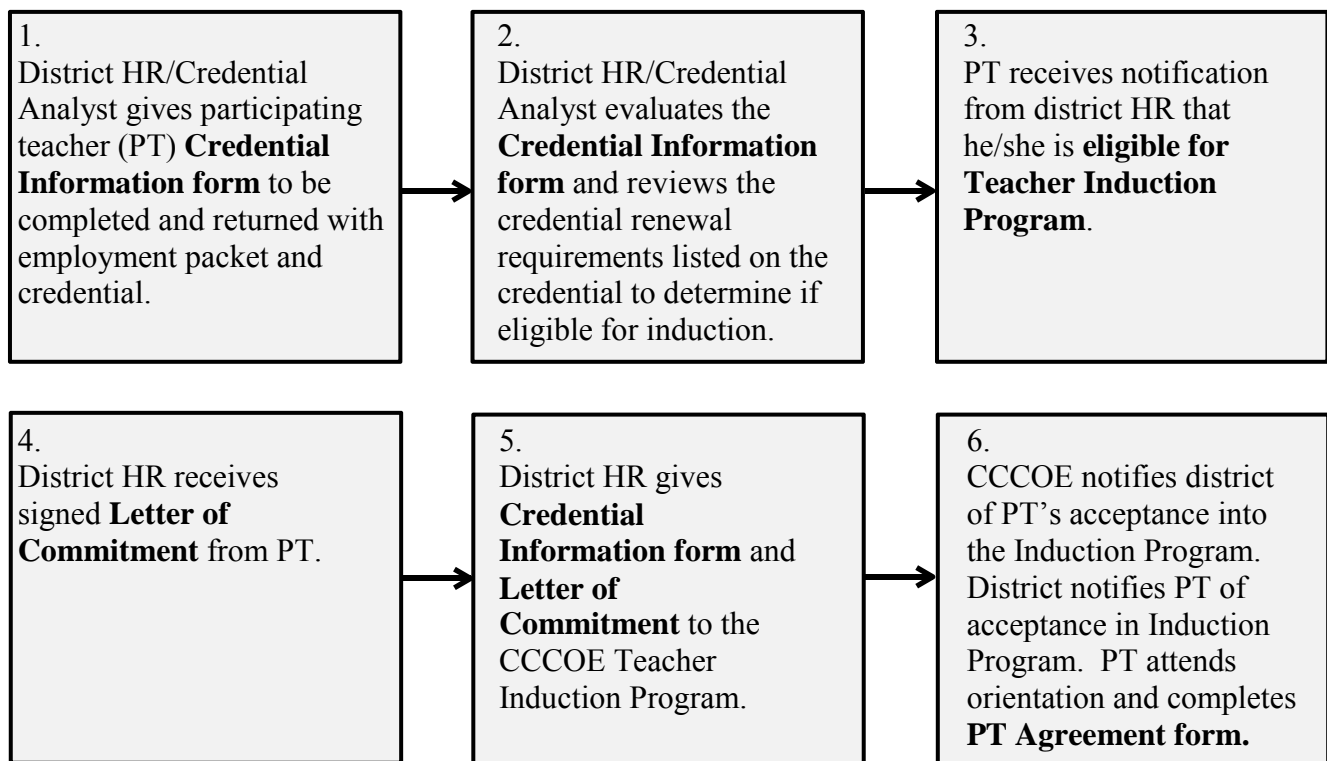
Participating teachers in the consortium experience enhanced professional growth and development through a robust and thoughtful induction process based on local context, individual needs and program requirements. ***The program provides an effective transition into teaching for each of the participating teachers.***



Teacher Eligibility Criteria

A teacher may be eligible to participate in the Induction Program if he or she possesses a valid California preliminary single, multiple subject or education specialist credential by October 1st of the participating year.

Enrollment Process



Participating Teacher Requirements

- Participation in at least one hour per week of individual support or mentoring.
- Development of an Individualized Learning Plan (ILP) in collaboration with your mentor.
- Submission of a completed ILP each year, including evidence required for induction completion. (See the following page for a transcript of ILP requirements.)
- Participation in formative assessment processes that include:
 - Setting and reflecting on goals based on the California Standards for the Teaching Profession
 - Lesson planning and student work analysis
 - Informal and formal classroom observations by mentor
 - Developing and completing an Inquiry Action Plan in collaboration with mentor
 - Reflecting on classroom practice
- Selection of an option for professional development that meets participating teacher needs.
 - Options for professional development are listed in this handbook.
- Attendance and full participation each year in a district orientation, mid-year review and end of year colloquium.
- Completion of the program online surveys each year.
- Completion of the induction requirements within two years. There may be a cost for the participating teacher if program requirements are not completed.
- Should questions arise about the pairing of a participating teacher and mentor, it is the responsibility of the participating teacher to contact the district coordinator and/or liaison to request a mentor reassignment.



Contra Costa Office of Education Teacher Induction Program

Individualized Learning Plan Transcript 2017-2018

Participating Teacher: _____ District: _____ Credential: _____

Year in Teacher Induction: _____ Year 1 Completed in: _____

Individualized Learning Plan Format: Flashdrive Learning Zone Paper

Mentor: _____ ILP Reviewer: _____ Date: _____

	YEAR 1	YEAR 2	ECO
INDIVIDUALIZED LEARNING PLAN	Option:	Option:	Option:
ILP Review Preference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participating Teacher Letter to Reader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Site Administrator Consultation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CSTP Pre-Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fall Continuum Co-Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ILP Growth Goals: Created	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ILP Growth Goals: Mid-Year Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ILP Growth Goals: End of Year Reflection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spring Continuum Co-Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analysis of Student Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lesson Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom Observation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inquiry Action Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inquiry Action Plan Evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborative Assessment Logs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California Standards for the Teaching Profession Evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Level I Education Specialists			
Education Specialist Advisement Meeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Education Specialist Individual Induction Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency Requirements Met		<input type="checkbox"/>	<input type="checkbox"/>
CCCOE TEACHER INDUCTION DOCUMENTS			
Credential Information Form/Letter of Commitment	<input type="checkbox"/>		<input type="checkbox"/>
Participating Teacher Agreement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Development Option (online)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Induction Program Mid-Year Survey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Induction Program End of Year Survey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Professional Development Options

Induction Professional Development aligns with the California Standards for the Teaching Profession, Induction Program Standards, Individualized Learning Plan and Inquiry Action Plan (6 hours required for Gen. Ed and Preliminary Ed. Specialist, 12 hours for Level I Ed. Specialists)

Participating Teachers are required to complete a Professional Development Option form online indicating their professional development option choice. PD Option form login information will be emailed to teachers. Teachers will submit their choice for district coordinator approval by **October 31st**.

Option 1. St. Mary's College Professional Development

Location: Saint Mary's College – Soda Center

A. Distinguished Speaker Series:

All events are Saturdays, 8:30 a.m. - 2:00 p.m.

10/21, 11/18, 1/20, 3/3, 4/21, 5/12

Registration link: <https://www.stmarys-ca.edu/kalmanovitz-school-of-education/distinguished-speaker-series-0>

Application deadline for entire series: October 9, 2017

B. Hybrid On-Line Courses:

Topics and content aligned to Distinguished Speaker Series. Courses include reflection on teaching, on-line discussion forums, and two in-person sessions on 11/18/17 and 5/12/18.

St. Mary's College graduate academic credit units (attend six sessions)

St. Mary's College graduate level professional development units available

Registration link: <https://www.stmarys-ca.edu/node/173511>

Application deadline: October 9, 2017

Option 2. CCCOE After School Seminar

Location: Contra Costa COE

4:00 - 6:30 p.m.

A. General Education:

10/5, 10/24, 1/23, 2/20, 2/22, 3/27, 4/24

B. Special Education:

10/5, 10/26, 11/16, 1/25, 2/22, 3/29, 4/26, 5/1

St. Mary's College graduate academic credit units (attend six sessions)

St. Mary's College graduate level professional development units available

Registration link:

<http://cccoeteacherinduction.org/cccoe-seminars.html>

Option 3. Other Professional Development Option

Select from the choices below:

A. Attend a conference or seminar and integrate the ideas learned in your classroom

- Describe what you will be attending on the PD Online Option 3 form
- Send a copy of the registration form for the event you will be attending or evidence that you attended to your district coordinator

B. Be enrolled in a university Master's Program

- Describe what you will be attending on the PD Online Option 3 form
- Send a copy of the syllabus for your program and evidence of registration to your district coordinator

C. Attend professional development days offered in your district

- Describe what you will be attending on the PD Online Option 3 form

Individualized Learning Plan Workshops

Mentors and teachers may choose to attend an Individualized Learning Plan (ILP) Workshop together in the fall to assist in the creation and implementation of the teacher's Individualized Learning Plan. The workshop includes a short presentation on ILP processes and requirements, followed by time for the mentor and teacher to work together on the teacher's actual ILP. Participants are able to clarify questions and receive individual assistance from induction program leadership team members regarding completion of the ILP requirements.

Individualized Learning Plan Workshops for 2017-2018

Select ONE workshop to attend:

<u>DATE</u>	<u>TIME</u>	<u>LOCATION</u>
October 2, 2017	4:00-6:00 p.m.	CCCOE
October 4, 2017	4:00-6:00 p.m.	CCCOE
October 11, 2017	4:00-6:00 p.m.	CCCOE
October 17, 2017	4:00-6:00 p.m.	Berkeley USD
October 18, 2017	4:00-6:00 p.m.	Alameda USD
October 19, 2017	4:00-6:00 p.m.	San Lorenzo USD

Please register with Debbie Shelby or Mary Louise Vander Meulen at the Teacher Induction Program office for the session of your choice. Please register as early as possible as seating allows a limited number of participants at each session.

Contacts:

CCCOE Teacher Induction Coordinators

Debra Sioui (925) 942-3470 dsioui@cccoe.k12.ca.us

Charise Calone (925) 942-3438 ccalone@cccoe.k12.ca.us

Administrative Assistants

Debbie Shelby (925) 942-3434 dshelby@cccoe.k12.ca.us

Mary Louise Vander Meulen (925) 942-3471 mvandermeulen@cccoe.k12.ca.us

Confidentiality Policy

One of the basic principles underlying the CCCOE Teacher Induction Program is confidentiality. Participating teachers (PTs) must clearly understand that their mentors are not evaluators; rather the mentor is a colleague whose goal is to assist the PT in applying “best practices” as he/she creates an Individualized Learning Plan and works toward receiving a Professional Clear Teaching Credential while teaching in their current district. **Communication between the PT and mentor is strictly confidential.**

It should be noted, however, that mentors and teachers collaborate on the Individualized Learning Plan’s goals in consultation with the site administrator, in order to align ILP goals with district/school site goals. A “triad of communication” between the PT, mentor and site administrator helps to ensure optimum support.

The Individualized Learning Plan and other documents are the property of the PT for the purpose of completing credential requirements, but the PT **may choose** to share accumulated documents with his/her site administrator.

Participation, however, such as attendance at professional development seminars and meetings, and completion of Teacher Induction requirements are **not** confidential. They are documented within the CCCOE Teacher Induction Program database and can be made available for PTs, mentors, site administrators, district coordinators, and district liaisons. PTs should let their district coordinator or liaison know if information on the site does not match their personal records.



Guidelines for Confidentiality

Site Administrators

- Work together toward the common goal of successful teaching and learning, by developing effective relationships with mentors and PTs in the following ways:
 - Provide input on incorporating district/school goals into an Individualized Learning Plan (ILP) and goals
 - Participate in “triads” with mentors and PTs to discuss PTs participation in the teacher induction process
 - Inform mentors about school needs, procedures, policies and practices and how best to navigate the school context
 - Schedule meetings with mentors as necessary regarding the support PTs are receiving and what help can be offered to mentors
 - Share concerns about PTs with mentors that have already been discussed with PTs
 - Encourage PTs to share written evaluations and/or evaluation debriefs with mentors
- Respect the confidentiality between mentors and PTs and understand how it builds a community of trust

Site Administrators should not:

- Discuss the performance of one teacher with another
- Use mentors as liaisons between administration and PTs
- Ask mentors for details regarding interactions with PTs
- Ask mentors about strengths or weaknesses of PTs
- Ask mentors whether PTs should be rehired



Guidelines for Confidentiality

Mentors

- Work together toward the common goal of successful teaching and learning, by developing effective relationships with Site Administrator and PTs in the following ways:
 - Collaborate with site administrators to help PTs incorporate district/school goals into the teacher's Individualized Learning Plan and Inquiry Action Plan
 - Schedule a meeting with site administrators at the beginning of work with PTs to talk about the work that will be completed with PTs
 - Introduce self, explain the mentor role, and talk about the general scope of teacher induction work but not particulars of the mentor/PT interactions
 - Explain the rationale for confidentiality and support to site administrators in the importance of this relationship
 - Provide schedules of PT meeting times, training dates, etc., to site administrators and office staff as necessary
 - Schedule meetings as necessary with site administrators to check in regarding PTs support, invite comments from site administrators regarding areas for focus in work with PTs
 - Coach PTs to build strong relationships with their site administrators
 - Assist PTs in seeking out resources from department chairs, team leaders, curriculum specialists without discussing details of PTs performance
 - Discuss concerns about PTs with site administrators when students' well-being or physical safety is at risk, laws are being broken, or if actions would negatively impact the school
- Respect the confidentiality between mentors and PTs and understand how it builds a community of trust

Mentors should not:

- Offer confidential information about PTs to site administrators
- Discuss the performance of one teacher with another
- Advocate with site administrators for PTs employment status
- Participate in the evaluation process



Participating Teacher/Mentor Request for Change

The CCCOE Teacher Induction Program strives to provide quality support for all induction candidates. If, for any reason, a PT or mentor wants to change the PT/mentor match, the following procedure should be followed:

- PT or mentor communicates a request for a change in PT/mentor match to district coordinator or liaison
- District coordinator or liaison communicates the request to the teacher induction program coordinator
- District coordinator or liaison investigates the effectiveness of the existing PT/mentor match
- If change is determined to be in the best interest of the PT and/or mentor, the district coordinator or liaison will work with those involved to provide a smooth transition
- District coordinator will notify, in writing, the program coordinator, district liaison, PT, departing mentor, newly assigned mentor and site administrator of the change in PT/mentor match
- District coordinator or liaison will meet with the departing mentor prior to meeting with the newly assigned mentor and PT



Request for Extension in Program Completion

Name: _____

Date: _____

District: _____

School: _____

Grade/Subject Area: _____

Mentor: _____

I request additional time to complete the CCCOE Teacher Induction Program for the following reason(s):
(Please initial at least one of the following and explain if necessary.)

___ I have severe personal health issues and am under a doctor's care and unable to work.

___ There are severe personal health problems being experienced by an immediate family member or household member who is under a doctor's care, which precipitate my stopping work to care for this person.

___ I am on approved leave of absence from my district.

___ Other: _____

I understand that if I am required to complete an approved Induction Program to clear my credential my failure to do so will result in my not receiving a recommendation for the Professional Clear Teaching Credential. _____ Initial

I understand that if I do not complete the Induction Program by the date approved on this extension there may be a cost to me to complete the program. _____ Initial

I acknowledge a copy of this form will be placed in my personnel file in my district. _____ Initial

Teacher's Signature

 Date

District Coordinator's Signature

 Date

District Human Resources Officer Signature

 Date

Approved through Date: _____

Denied Date: _____

Teacher Induction Program Coordinator's Signature

 Date

Office Use Only

This participant has been approved for an extension in program completion.

This participant has not been approved for an extension in program completion due to the following reason(s):

CCCOE Teacher Induction Program Coordinator's Signature

 Date

Early Completion Option Application

Early Completion Option Application

(To Be Completed by September 30th of PTs First Year in Teacher Induction)

Name: _____ School: _____

District: _____ Grade/Subject: _____

Mentor: _____

Out of State Teacher: _____ Private School Teacher _____ Other _____

Prior K-12 Teaching Experience

School Name: _____

Address: _____

Years Employed: _____ Grade Level/Subject: _____

Evaluator's Name: _____ Phone: (____) _____

Evaluator's Name: _____ Phone: (____) _____

School Name: _____

Address: _____

Years Employed: _____ Grade Level/Subject: _____

Evaluator's Name: _____ Phone: (____) _____

Evaluator's Name: _____ Phone: (____) _____

I have attached a packet with the following information to verify my qualifications to complete the CCCOE Teacher Induction Program in 12-18 months instead of two years:

____ ECO Application

____ Performance Evaluations (see ECO document)

____ Letters of Recommendation (see ECO document)

I understand that the CCCOE Teacher Induction Coordinator will review my application and document packet to determine if I qualify for the early completion option.

Participant Signature: _____

Date: _____

District Induction Coordinator Signature: _____

Date: _____

CCCOE Teacher Induction Program Coordinator's Signature

Date

Early Completion Option (ECO)

Purpose

Senate Bill 57 (Scott) allows eligible individuals to complete a Commission-approved professional teacher induction program at a faster pace than the full two years generally required to complete all the requirements. Completion of the ECO option allows individuals the opportunity to earn their Professional Clear Credential in 12, 14, or 18 months.

Eligibility

You must hold a preliminary multiple/single subject or Educational Specialist credential. The intent of the law is to serve experienced and exceptional candidates. If, upon review of the requirements, you feel you meet the criteria, you may submit an application to request ECO status. Applications may be obtained from your district coordinator. You will need to include a timeline request (12, 14, or 18 months).

Application Process (Due September 30)

1. Contact your district induction coordinator and the CCCOE Teacher Induction Program of your intention to apply for this option.
2. Submit an application packet including:
 - Documentation of a minimum of two (2) years prior teaching experience as the teacher of record in a K-12 teaching assignment.
 - Authenticated performance evaluations from two (2) prior years of teaching, demonstrating successful teaching practices.
 - Two recommendations attesting to your success in teaching and appropriateness for ECO; one must be from your current principal.
3. Be prepared to submit a documentation of work, if requested, that substantiates your experience and exceptionality. The documentation may include a resume, certificates of completion from professional development courses, assignments, and adjunct duty descriptions.

All of the above criteria must be met as determined by the CCCOE Teacher Induction Program and the employing district. In addition, the CCCOE Teacher Induction Program and employing district retain the right to request any additional evidence that may be necessary to determine a candidate's appropriateness for the ECO. An ECO candidate will be paired with an exceptional mentor.

Progress Monitoring

If you are approved for the ECO, you will conference with the Teacher Induction Program Coordinator or designee, your mentor and your site administrator to develop an individualized plan for early completion. During this conference you will be apprised of expectations and timelines for early completion.

The individual plan will take into account previous experience, evidence, and evaluations to focus the program support on your documented needs. The individual induction plan will specify which formative assessment and professional development activities will be completed, dates for periodic review of your work, and due dates for completion.

The program coordinator, your mentor, and you will participate in the calendared periodic reviews. Progress towards completion will be documented in the CCCOE Teacher Induction Program database.

You will need to understand that missing deadlines may be cause for the withdrawal of the ECO option approval. You must continue to demonstrate that the ECO is appropriate for you, and you must retain the continuing recommendation of your site administrator. If you are unable to continue to demonstrate appropriate placement in the ECO, or if you elect to enter the full program, you will be responsible for completing the full-length Teacher Induction Program.

Completion

You must demonstrate that you have the knowledge, skills, abilities, and competencies required of all teacher candidates who complete the full-length program. The CCCOE Teacher Induction Program Coordinator and/or his/her designee will verify completion.

CCCOE Teacher Induction Coordinators

Debra Sioui (925) 942-3470
dsiou@cccocoe.k12.ca.us

Charise Calone (925) 942-3438
ccalone@cccocoe.k12.ca.us

Administrative Assistants

Debbie Shelby (925) 942-3434
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Mary Louise Vander Meulen
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Participating Teacher/Mentor Ratio Guidelines

The recommended ratio of participating teachers to mentors stated below is based on knowledge about learning to teach and knowledge of the level of support necessary to successfully assist participating teachers in maximizing successful teaching and meeting the induction standards.

Full time classroom teacher mentors

- Support 1-2 participating teachers

Partial release classroom teacher mentors

- Support 3-12 participating teachers, depending on the amount of release time from the classroom provided by the district, for example:
 - 20% release support 3 teachers
 - 40% release support 6 teachers
 - 60% release support 9 teachers
 - 80% release support 12 teachers

Full release mentors

- Support 15 participating teachers

Retired Teachers

- Support 1-9 participating teachers



The Individualized Learning Plan

Key Processes of the Individualized Learning Plan

The Individualized Learning Plan (ILP) addresses the California Standards for the Teaching Profession (CSTP) and provides a roadmap for the candidate's induction work. The plan is collaboratively developed at the beginning of induction by the teacher and mentor, in consultation with the site administrator, and guided by the preliminary program transition plan. The ILP is intended to be a living document, with opportunities to reflect on progress, and modified as needed in response to the changing needs of the participating teacher. The ILP includes these processes:

Collaborative Assessment Logs

Mentors and PTs check-in weekly regarding successes and challenges. By the end of the meeting, summaries and next steps are recorded with references to the CSTP.

Goal Setting and Reflection

At the beginning of the year, mentors collaborate with PTs to set and reflect on their ILP goals using the following processes:

- CSTP Pre-Assessment: used in determining areas for growth and selecting two focus standards
- Fall Continuum Co-Assessment: using one element in each of the two focus standards
- ILP Growth Goals: using the two chosen elements from the Continuum
- Mid-Year Review: reflect on ILP Growth Goals and modify if needed
- Spring Continuum Co-Assessment: on same elements chosen in the Fall
- End of Year Reflection on ILP Growth Goals

Inquiry Action Plan

Mentors guide PTs in developing an Inquiry Action Plan (IAP). The IAP investigates specific strategies to help meet the ILP goal(s) and demonstrate evidence of implementing the CSTPs. Upon implementation of the IAP, PTs reflect on the effectiveness of their plan and their next steps.

Analysis of Student Work

PTs and mentors analyze student work in relation to appropriate content standards and their ILP focus. The results of this analysis are used to differentiate instruction for all students.

Lesson Planning

PTs and mentors plan lessons that address both content standards and students' varied learning needs. Mentors guide PTs through a carefully sequenced lesson planning process addressing all learning needs.

Observations

Mentors conduct a minimum of three observations each year. The focus for observations is selected collaboratively by PTs and mentors. Mentors collect data using a variety of observation tools and facilitate reflecting conferences to analyze and set next steps.



Mentor Responsibilities

- Develop a trusting and reflective partnership with PT(s) honoring confidentiality
- Provide and/or coordinate an average of at least one hour per week of individualized support/mentoring, including both “just in time” and longer term analysis of teaching practice
- Support PT(s) to collaboratively develop and maintain an **Individualized Learning Plan** based on the California Standards of the Teaching Profession, to be used to meet the requirements for the Professional Clear Credential recommendation
- Support PT(s) in completion of the following **Individualized Learning Plan** processes:
 - Developing professional growth goals in consultation with site administrator
 - Documenting progress in meeting professional growth goals
 - Developing and documenting an **Inquiry Action Plan** based on one or more professional growth goals
 - Documenting progress towards mastery of the California Standards for the Teaching Profession
 - Assist PT(s) in choosing professional development to support growth goals
- Complete a minimum of three (3) observations of your PT within the year
- Meet with site administrator at the beginning of working with PT(s) to introduce yourself and share CCCOE induction program information
- Meet in a triad with site administrator and PT throughout the year, as needed
- Communicate with site and district administrators and district coordinator/liaison regarding program effectiveness
- Complete program surveys
- Attend your district’s Teacher Induction Orientation, Mid-Year Review and End of Year Colloquium
- Complete the CCCOE New Mentor Trainings:
 - Year 1 Mentors = 3 days
 - Year 2 Mentors = 2 days
- Attend three mentor seminars during each school year (Year 1 mentors only attend two seminars.)

Mentor Selection Criteria

- Minimum of **three years effective teaching** experience
- Possession of **Clear Teaching Credential**
- Knowledge of the context and content area of the candidate’s teaching assignment
- Knowledge of the state-adopted academic content standards and performance levels for students, state-adopted curriculum frameworks, and the CSTP
- Willingness to participate in professional training to acquire the knowledge and skills needed to be an effective mentor
- Ability, willingness, and flexibility to meet candidate needs for support
- Willingness to share instructional strategies and work with participating teachers
- Effective interpersonal and communication skills
- Demonstrated commitment to professional learning and collaboration
- Ability and willingness to be an excellent professional role model

Site Administrator Responsibilities

The site administrator is knowledgeable about, understands, and is able to implement the induction process. The site administrator is knowledgeable about the state-adopted academic content standards and performance levels for students, CSTPs, preliminary teacher preparation, and ongoing professional development.

The Site Administrator:

- Become familiar with the CCCOE Teacher Induction program components, including the development of the Individual Learning Plan (ILP) and Inquiry Action Plan. (The CCCOE Teacher Induction Program sponsors a Site Administrator Breakfast in the fall and in the spring to help provide updated Teacher Induction program information.)
- Consult with the mentor individually and/or with the mentor and participating teacher in a triad, regarding the teacher's ILP goals for the year.
- Meet in a triad with the mentor and participating teacher as needed throughout the year.
- Provide support to the teacher induction program by assisting in selecting mentors and pairing teachers with mentors (in accordance with their own district's policies for mentor selection.)
- Check in with participating teachers and their mentors about site resources, personnel, procedures, and policies as a way to connect them with the school's learning community. (Our program's Site Orientation Checklist is available as a resource.)
- Facilitate a supportive environment that allows participating teachers and their mentors access to curricular resources and time to collaborate with colleagues on site and across the district, including possibilities for veteran teacher observations.
- Complete the CCCOE Teacher Induction End of the Year survey in May to provide the program with valuable insight and feedback for future program design.



District Coordinator Responsibilities

The district coordinator is knowledgeable about, understands, and is able to implement the induction process. The district coordinator is knowledgeable about the state-adopted academic content standards and performance levels for students, CSTPs, preliminary teacher preparation, and ongoing professional development.

The District Coordinator:

- Participates in ongoing professional development, research and related technical support activities
- Implements induction program goals and objectives at the district level
- Coordinates participating teacher and mentor meetings sponsored by the district
- Supervises the identification and selection process of participating teacher/mentor/site administrator triads
- Participates in induction program leadership team meetings
- Coordinates program training activities for liaisons, mentors and participating teachers as appropriate
- Supervises the district induction program budget
- Monitors induction program evaluation requirements
- Serves as link with superintendent, board of education, site administrators, direct administration, district liaisons, and program coordinator
- Reviews participating teachers' Individualized Learning Plans for induction program requirements
- Assists in the implementation of the induction standards
- Revises and reviews the program goals and outcomes based on program survey data
- Meets regularly with program induction coordinator and/or program liaison to share best practices in induction implementation
- Meets individually with each mentor at the end of the year to assess program effectiveness



District/Program Liaison Responsibilities

The district/program liaison is knowledgeable about, understands, and is able to implement the induction program. The district/program liaison is knowledgeable about the state-adopted academic content standards, performance levels for students, CSTPs, preliminary teacher preparation, induction, and ongoing professional development.

The District/Program Liaison:

- Participates in ongoing professional development, research and related technical support activities
- Supports induction program goals and objectives at the district level
- Plans/schedules participating teacher and mentor meetings sponsored by the district: Orientation, Mid-Year Review, end of the year Colloquium
- Participates in the identification and selection process of participating teachers/mentors
- Participates in induction program leadership team meetings and attends other induction events
- Participates in and supports training activities
- Maintains records and reports for verification of induction activities
- Completes induction program evaluation requirements
- Serves as link between participating teachers, mentors, induction program district coordinators, and program coordinators
- Assists in the implementation of the induction standards
- Reviews participating teachers' Individualized Learning Plans for induction program requirements
- Meets individually with each mentor at the end of the year to assess program effectiveness



Partnership Responsibilities

Saint Mary's College:

- Manages and delivers support and professional development activities to participating teachers that result in the completion of induction requirements for the Professional Clear Teaching Credential
- Provides continuity for participating teachers between professional teacher preparation and their subsequent induction program
- Facilitates the sharing of research and new information about exemplary teaching and assessment practices
- Facilitates the identification, selection, and training of Saint Mary's College seminar course facilitators

New Teacher Center:

- Delivers professional development for mentor teachers to develop and refine their mentoring skills
- Delivers support and professional development activities to mentors to assist them in helping participating teachers complete the induction requirements for the Professional Clear Teaching Credential
- Provides leadership support for the CCCOE Teacher Induction Program to help in the facilitation of formative assessment processes, in the building of broad programmatic leadership capacity, and in sustaining a high quality induction model

Contra Costa County SELPA:

- Partners with CCCOE Teacher Induction Program to provide professional development opportunities for participating teachers and mentors
- Provides expertise in the special education field
- Provides resources to the program in the area of mentoring and current research



Program Coordinator Responsibilities

The Program Coordinator:

- Manages and delivers support and professional development activities to participating teachers that result in the completion of induction requirements for the Professional Clear Teaching Credential
- Obtains and disseminates information from state and local induction programs and teacher preparation programs
- Facilitates the sharing of best teaching and assessment practices among participating districts
- Collaborates with superintendents, site administrators and other district administrators
- Allocates sufficient resources to support program implementation
- Distributes material resources to each participating organization
- Establishes and meets monthly with the program's leadership team
- Actively participates and shares in ongoing professional development, research and related technical support activities
- Reviews the applications of the leadership team, site administrators, mentors, participating teachers, and professional development providers
- Coordinates with districts regarding the Teacher Induction Program
- Designs and conducts periodic program evaluations and presents reports to the CCCOE Teacher Induction Program leadership team with recommendations for program modification
- Collaborates with other institutes of higher education (IHE) locally and statewide
- Revises and reviews program goals and outcomes based on program survey data
- Meets regularly with regional induction coordinators to share best practices in induction implementation
- Reviews participating teachers' Individualized Learning Plans for induction program requirements



Glossary

Assessment: In the induction program, assessment is formative and standards-based. Individual teaching performance is assessed through pre-assessment of the teacher’s prior teaching practice based on the California Standards for the Teaching Profession (CSTP), the examination of evidence of teaching practice in two or more of the CSTP per year, and an end of year assessment of growth in the CSTP. Evidence includes formal classroom observations, selected teaching products, student work, journals and logs. Formative assessment data is used by the participating teacher to create an Individualized Learning Plan and by the mentor to provide individualized support to that teacher.

(CCCOE) Contra Costa County Office of Education

(CCCSP) Contra Costa County Student Programs

(CCTC) California Commission on Teacher Credentialing: Issues professional clear credentials ensuring that those who educate the children of California are academically and professionally prepared.

(CDE) California Department of Education: The CDE and the State Superintendent of Public Instruction are responsible for enforcing education law and regulations, and for continuing to reform and improve public elementary school programs, secondary school programs, adult education, some preschool programs and child care programs. The CDE works collaboratively with the California Commission on Teacher Credentialing to support new teachers.

(CSTP): California Standards for the Teaching Profession: Adopted January 2009 by the California Commission on Teacher Credentialing and the California Department of Education. These standards are based on current research and expert advice pertaining to best teaching practices. The standards are organized around six interrelated categories of teaching practice. The six standards are:

- Standard 1 Engaging and Supporting All Students in Learning
- Standard 2 Creating and Maintaining Effective Environments for Student Learning
- Standard 3 Understanding and Organizing Subject Matter for Student Learning
- Standard 4 Planning Instruction and Designing Learning Experiences for All Students
- Standard 5 Assessing Students for Learning
- Standard 6 Developing as a Professional Educator

(CTP) Continuum of Teaching Practice: The CTP is a tool for self-reflection, goal setting, and inquiry into practice.



Glossary

(IAP) Inquiry Action Plan: A plan, based on the PT's ILP, to help the PT investigate specific strategies to help them meet their over-arching ILP goals and demonstrate evidence of implementing induction standards into their classroom practice.

(IIP) Individual Induction Plan: A process designed for Level I Education Specialists to assist them in selecting professional development to expand his/her skills as a Level I Education Specialist.

(ILP) Individualized Learning Plan: A guide for personal professional development created by a participating teacher in collaboration with a mentor. The plan is made after collecting evidence about the participating teacher's development from a variety of sources, including a pre-assessment of the teacher's prior practice, participating teacher self-assessments, mentor commentary and observation.

(IHE) Institution of Higher Education: An institution that grants diplomas or degrees to those who have completed an advanced course of study after high school, generally a college or university.

Mentor: An experienced teacher who works with a participating teacher guiding that teacher in reflecting on his/her teaching practice as it relates to student achievement. Mentors are selected on the basis of their outstanding professional practice. They collaborate with participating teachers in the development of an Individualized Learning Plan for professional growth, attend professional development events with their participating teachers, assess progress in teaching by using the CSTP as a guide, and provide ongoing support.

(PT) Participating Teacher: A term used to refer to a first or second-year teacher who is participating in the CCCOE Teacher Induction Program.

SMC: Saint Mary's College

NTC: New Teacher Center

SELPA: Special Education Local Plan Area



California Standards for the Teaching Profession (CSTP)

STANDARD ONE:

ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

- 1.1 Using knowledge of students to engage them in learning
- 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests.
- 1.3 Connecting subject matter to meaningful, real-life contexts
- 1.4 Using a variety of instructional strategies, resources and technologies to meet students' diverse learning needs
- 1.5 Promoting critical thinking through inquiry, problem solving, and reflection
- 1.6 Monitoring student learning and adjusting instruction while teaching

STANDARD THREE:

UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

- 3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
- 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
- 3.3 Organizing curriculum to facilitate student understanding of the subject matter
- 3.4 Utilizing instructional strategies that are appropriate to the subject matter
- 3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
- 3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content

STANDARD FIVE:

ASSESSING STUDENTS FOR LEARNING

- 5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments
- 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction
- 5.3 Reviewing data, both individually and with colleagues, to monitor student learning
- 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
- 5.5 Involving all students in self-assessment, goal setting, and monitoring progress
- 5.6 Using available technologies to assist in assessment, analysis, and communication of student learning
- 5.7 Using assessment information to share timely and comprehensible feedback with students and their families

STANDARD TWO:

CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

- 2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
- 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students
- 2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
- 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students
- 2.5 Developing, communicating, and maintaining high standards for individual and group behavior
- 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
- 2.7 Using instructional time to optimize learning

STANDARD FOUR:

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

- 4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction
- 4.2 Establishing and articulating goals for student learning
- 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning
- 4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
- 4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

STANDARD SIX:

DEVELOPING AS A PROFESSIONAL EDUCATOR

- 6.1 Reflecting on teaching practice in support of student learning
- 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development
- 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning
- 6.4 Working with families to support student learning
- 6.5 Engaging local communities in support of the instructional program
- 6.6 Managing professional responsibilities to maintain motivation and commitment to all students
- 6.7 Demonstrating professional responsibility, integrity, and ethical conduct.

California Standards for the Teaching Profession (CSTP) Induction Program Strategic Elements*

Educational research has determined that there are specific elements of the California Standards for the Teaching Profession (CSTP) that are essential as strategic areas of focus to impact student achievement and teacher growth.

Induction Program Strategic Elements

CSTP 1 Engaging and Supporting All Students in Learning

- 1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs.

CSTP 2 Creating and Maintaining Effective Environments for Student Learning

- 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a classroom climate in which all students can learn.

CSTP 3 Understanding and Organizing Subject Matter for Student Learning

- 3.6 Addressing the needs of **English Learners** and students with **special needs** to provide equitable access to the content.

CSTP 4 Planning Instruction and Designing Learning Experiences for All Students

- 4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students.

CSTP 5 Assessing Students for Learning

- 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction.

CSTP 6 Developing as a Professional Educator

- 6.1 Reflecting on teaching practice in support of student learning.

*These are suggested elements; teachers may choose any two elements from the CSTP as focus areas.

Level I Education Specialists Requirements

In addition to the CCCOE Teacher Induction requirements, Level I Education Specialists complete the competency requirements, which is work comparable to what was completed in prior Level II Education Specialist university programs. These competency requirements are specific to the Level I Education Specialist's credential authorization. Competency requirements are documented by submitting evidence of classroom practices and a written reflection for each piece of evidence. Items/documents used as evidence can include assessments, behavior plans, schedules, communications, and resources used. All Competency Requirements must be approved and signed by the district Special Education Director and mentor. The participant demonstrates in writing that they are a consumer of research; (i.e., current issues, trends, journal articles, evidence based research in the field, current legal issues) and capable of advanced level data driven instruction.

Each Level I Education Specialist attends a Level I Education Specialist Advisement meeting. At this meeting, the Level I Education Specialist designs an Individualized Induction Plan for professional development and advanced study in their area of authorization. Each participant should select appropriate professional development and/or preparation program based coursework to expand his/her skills as a Level I Education Specialist. Each Level I Education Specialist is required to complete a minimum of 12 hours of advanced professional development in areas such as: case management, advocacy, consultation and collaboration, co-teaching, professional learning community participation and school-wide positive behavior support.



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